Form 1 - Application Cover Sheet

Fiscal LEA: **Nebo School District**

Fiscal LEA Superintendent Name: **Carl Nielson**

Fiscal LEA Superintendent Signature:

Signature Date: 28 January 2003

Primary Contact Name: **David Harlan**

Primary Contact Telephone: **801.354.7403**

Primary Contact Fax: **801.798.4010**

Primary Contact E-mail: **dave.harlan@nebo.edu**

Grant Category:

__X_ Professional Development for Technology Leadership
____ Infrastructure Improvement and Technical Support
____ Classroom Models for Inquiry-based Student Access

Grant Type:

__X__ Single LEA
____ Partnership

Amount Requested: $195,986.59

Form 2 - Participant Details

LEA/Organizations

LEA/Organization Name	Benefit/Service to Grant	Date EETT Assurances Signed by Superintendent	LEA Percentage or Number of Students in Poverty	LEA EETT Formula Funds per student Amount	Percent of LEA EETT Formula Funds Transferred to Other Programs
Nebo School District	Benefit	30 July 2002	11.28%	$2.40	0%/None

Participating Schools

District	School Name	**Percentage or Number of Students in Poverty**	**Criteria for Selecting this School**	**[Need of Technology/Low Performance, etc.]**	**Benefit from Grant $[5]**	Submitted Dec 2001 Survey yes/no
Nebo	Art City	23.77%	See Below[3]	Details Below[6]	$ 6,970.60	Yes
	Barnett[7]	36.65%	See Below[3]	Details Below[6]	$ 4,200.77	Yes
	Brockbank	29.07%	See Below[3]	Details Below[6]	$ 5,020.84	Yes
	Brookside	21.29%	See Below[3]	Details Below[6]	$ 3,774.00	Yes
	Canyon	12.01%	See Below[3]	Details Below[6]	$ 5,924.59	Yes
	Goshen[7]	44.12%	See Below[3]	Details Below[6]	$ 3,129.66	Yes
	Grant[7]	37.41%	See Below[3]	Details Below[6]	$ 2,460.21	Yes
	Hobble Creek	N/A[1]	See Below[3]	Details Below[6]	$ 3,765.63	No[4]
	Larsen	28.77%	See Below[3]	Details Below[6]	$ 6,108.69	Yes
	Mapleton	12.81%	See Below[3]	Details Below[6]	$ 3,765.63	Yes
	Mt. Loafer	11.52%	See Below[3]	Details Below[6]	$ 6,828.35	Yes
	Park	31.89%	See Below[3]	Details Below[6]	$ 3,673.58	Yes
	Parkview[7]	N/A[1]	See Below[3]	Details Below[6]	$ 3,347.23	Yes
	Rees[7]	50.80%	See Below[3]	Details Below[6]	$ 4,435.08	Yes
	Sage Creek	24.32%	See Below[3]	Details Below[6]	$ 6,192.37	Yes
	Salem	25.22%	See Below[3]	Details Below[6]	$ 3,748.90	Yes
	Santaquin[7]	38.73%	See Below[3]	Details Below[6]	$ 4,861.85	Yes
	Spanish Oaks	18.62%	See Below[3]	Details Below[6]	$ 4,719.59	Yes
	Spring Lake	36.02%	See Below[3]	Details Below[6]	$ 3,765.63	No[4]
	Taylor	34.25%	See Below[3]	Details Below[6]	$ 3,665.22	Yes
	Westside[7]	43.36%	See Below[3]	Details Below[6]	$ 4,786.54	Yes
	Wilson[7]	39.29%	See Below[3]	Details Below[6]	$ 4,493.65	Yes
	Payson Middle[2]	35.26%	See Below[3]	Details Below[6]	$ 8,970.57	Yes
	Payson Junior[2]	32.16%	See Below[3]	Details Below[6]	$ 8,769.74	Yes

	Payson High[2]	21.55%	See Below[3]	Details Below[6]	$ 11,531.20	Yes
	Spanish Fork Middle[2]	25.35%	See Below[3]	Details Below[6]	$ 10,761.34	Yes
	Spanish Fork Junior[2]	24.39%	See Below[3]	Details Below[6]	$ 10,326.20	Yes
	Spanish Fork High[2]	15.93%	See Below[3]	Details Below[6]	$ 14,024.89	Yes
	Springville Middle[2]	23.58%	See Below[3]	Details Below[6]	$ 9,296.93	Yes
	Springville Junior[2]	23.27%	See Below[3]	Details Below[6]	$ 8,234.18	Yes
	Springville High[2]	17.27%	See Below[3]	Details Below[6]	$ 11,631.62	Yes
	Landmark High	22.57%	See Below[3]	Details Below[6]	$ 2,150.59	Yes
	Young Parents	32.00%	See Below[3]	Details Below[6]	$ 209.20	Yes

[1] These schools will open or re-open in 2003-2004 and thus had no F/R lunch statistics from 2002-2003.

[2] Each secondary system has at least one school-wide Title One[7] elementary school that feeds into it.

[3] This proposal is being implemented district wide, based on research which says students of new teachers are academically at-risk. Thus, all NSD schools, even Landmark, an alternative high school and the NSD Young Parents School, will be included ***IF*** they hire brand new teachers.

[4] Spring Lake Elementary was under construction in 2001—and thus did not fill out the Dec 2001 Survey. Hobble Creek is under construction in 2002.

[5] Estimates are based on school populations and projections for new teachers needed for the 2003-2004 school year.

[6] Teachers are not yet using technology with a student-centered, inquiry based pedagogy.

[7] Title One elementary schools

Form 3 – Budget Narrative and Budget Detail

Budget Narrative: Nebo School District (NSD) has recently designed improvements for its New Teacher Induction Program (NTIP). A component of that improvement is the design of the Nebo Mentor Academy (MA). All of NSD's EETT formula funds, along with funds from other Nebo budgets are being used to implement NTIP. These funds include $55,421 (Total amount) of Title II-D formula funds, $30,000 Title II-A funds, $25,000 of block grant funds, $25,000 from career ladder, $5000 of Applied Technology monies, $5000 in ELL funding, $5000 from Title I allocations, and $5000 from NSD's Special Education department. These monies will fund NTIP salaries, trainers, and needed materials. **This proposal requests an additional $195,986.59, to implement *new teacher* training on technology integration.** This component of NTIP is called Tools for New Teachers (TNT). It will address the mentor/mentee knowledge gap which, if not closed, will severely hinder progress towards the goals of Nebo's NTIP.

Nebo's New Teacher Induction Program Budget; Emphasizing Tools for New Teachers (TNT)

Component/Objective	Activity	Request	Match
NTIP	Mentor Academy Expenses		$ 155,421.00
TNT Project Director	6 hrs @ $32.00 for 40 weeks		$ 7,680.00
Initial TNT training	21 hours @ $17 per hour for 180 teachers	$ 64,260.00	
Follow-up 2003-2004	6 hours @ $17 per hour for 180 teachers	$ 18,360.00	
Summer Follow-up 2004	14 hours @ 17 per hours for 180 teachers	$ 42,840.00	
Fringe Benefit costs	Retirement, FICA, and Medicare 19.55%	$ 24,527.00	
TNT training lunches	181 lunches @ $5.00 for 3 days	$ 2,715.00	
Materials	Textbook @ $30 for 180 teachers	$ 5,400.00	
	Photocopying		$ 175.00
	Postage @ $0.37 X 180 X 6		$ 399.60
Indirect Costs	1.74% Restricted	$ 3,192.59	
Infrastructure support	180 video scan converters @ $141	$ 25,380.00	
State Researcher	5% of Budget for Research and Evaluation	$ 9,312.00	
Total		**$195,986.59**	**$ 163,675.60**

Budget Details are included in the NCLB budget template, included directly after the Appendices.

Form 4 - Executive Summary

Enhancing Education Through Technology: Tools for New Teachers (TNT)

An investment in new teachers pays big dividends. "Not only does the beginning teacher learn how to prepare and teach more effectively, but also student learning results improve. For beginning teachers who are mentored and have the support and guidance of an induction program, the success rate is dramatically positive – and their students are the beneficiaries." (Odell, 1989) In support of this research, Nebo School District (NSD) is enlarging its New Teacher Induction Program (NTIP). As a component of the NTIP, administration has designed a 35-hour Mentor Academy (MA). This is in compliance with a recent legislative mandate to *actively mentor* all new teachers for *three* years instead of one. The MA will ensure that 65 NSD mentors and 15 Brigham Young University Partnership Facilitators are well trained and effective in all their NTIP responsibilities. (See Appendix A for NTIP mentor training topics)

Research also shows that when educators effectively integrate technology within the curriculum their students have a learning advantage. (Scheerens & Bosler, 1997) Thus, only teachers who presently and effectively integrate technology will be selected as potential mentors to participate in the MA. Yet, MA participants will recieve14 hours of additional training on technology, including modeling, troubleshooting, integration, and application instruction. The MA will ensure that NSD mentors ***master*** the skills needed to assist new teachers in quickly becoming competent instructors and effective integrators of technology. After completing the Mentor Academy, NSD mentors will be assigned up to three new teachers.

Nebo's request to the Enhancing Education Through Technology grant program of $195,986.59 will fund another supportive component to the NTIP titled Tools for New Teachers (TNT). TNT will provide each of the projected 180 *new* NSD teachers 41 hours of professional development focused on providing strategies for using technology tools in the curriculum. This includes specific instruction on David Warlick's Building Block Model for technology integration. TNT training will be *in addition* to mentor support during the teacher's first three years. (See Appendix B for a complete structure of the NTIP) As a part of TNT, new teachers will also be given a video scan converter to allow immediate application of TNT training in their classroom methodologies.

TNT will improve human and technical infrastructure. TNT will lay a technological foundation upon which new teachers can build as they work with mentors to become highly effective educators. "Tools" referred to in the TNT title include Microsoft Office (Word, Excel, PowerPoint, Publisher), Inspiration, Kidspiration, USOE's Test Item Pool Service, and UEN Content Resources. **Without the TNT component, mentors and new teachers will face a knowledge gap that will severely hinder progress towards the desired goals of the NTIP. Additionally, new teachers *must* be technically literate to maximize MA's effects.**

NTIP and TNT are in total alignment with Utah's Staff Development guidelines, as training will: span three years, improve teaching and learning in all content areas, increase educator quality, align with NSD's professional development plan, be evaluated monthly by the NSD Curriculum Committee, and was developed with a variety of input over one year. District technology and staff

development plan requirements are also adhered to in the NTIP design and its MA and TNT components. District structure currently exists to facilitate program refinement and implementation.

NSD will continue a long-standing partnership with Brigham Young University with this proposal by including BYU Facilitators in the MA. BYU facilitators train intern and cohort teachers from the BYU School of Education, as well as provide additional support for new NSD teachers.

NSD will comply with the 5% grant allocation to fund a state evaluation. NSD will also evaluate the entire NTIP impact, and TNT specifically, through mentor/new teacher surveys, UTAP assessments, NSD Student Technology Self Assessments, Electronic Portfolios, and CRT score comparisons.

Studies conclude that students of new teachers do not perform to the same standard as students of experienced teachers. Research also validates that these disparities are significantly reduced if a strong induction program supports new teachers. (Wong 1998) Additionally, as technology is integrated into the teacher's pedagogy, students perform and learn at an accelerated rate**.** Nebo's entire Induction Program focuses on learning for both the new teacher and their students. Thus, this proposal will assist in enhancing technology leadership and impact student achievement in all 33 NSD schools. *The components of Nebo's NTIP combine to minimize the amount of time **students** of new teachers are academically at risk by maximizing the capability of new teachers to move from inexperienced to effective*. Furthermore, benefits from the proposal's activities will extend well beyond the grant period.

Needs and Goals

Basic NSD Needs addressed within this proposal

NSD students of new teachers need to learn by, and through, technology integration.
NSD students in new teacher classrooms will score at the same levels on State Criterion End-of-Level testing as their peers in tenured teacher classrooms.
New NSD teachers need to be actively mentored during the first 3 years of their employment.
New NSD teachers need to develop effective teaching skills, including technology integration, within their first 3 years of employment.
NSD mentors need to be adequately trained to ensure effective mentoring and technology integration training.

Basic NSD Goals of this proposal

NSD students in new teacher classrooms will score at the same levels on State Criterion End-of-Level testing as their peers in tenured teacher classrooms.
NSD students of new teachers will see technology as an integral component of the learning process.
NSD students of new teachers will score at/above the Competent User Level on the NSD Student Technology Self Assessment.
New NSD teachers will develop effective teaching strategies and technology integration skills within the first three years of employment.
NSD mentors will be effective in their modeling, assessments, support, and instruction.

Form 5 - Project Details

Project Goals

- Tools for New Teachers (TNT) will support the New Teacher Induction Program (NTIP) by providing professional development for all new NSD teachers on the effective use of technology tools within classroom practices and the implementation of the Building Block Model of technology integration.
- TNT will increase competency of new teachers as measured by the quality of electronic teacher portfolios, positive NSD mentor/administrator evaluations, reaching competency scores in each UTAP Competency Category, and pre and post mentor and mentee surveys.
- All NSD students of new teachers will see technology as an integral component of the learning process and score at/above the Competent User Level on the NSD Student Technology Self Assessment.
- NSD students of new teachers will score comparably on Utah Criterion Referenced Tests (CRT) as their peers who are in classrooms of teachers with more than 3 years of teaching experience. (Tenured Teachers)

Project Steps

1. During the spring of 2003, NSD Administration will select 65 mentors with documented technology competency.
2. During the summer of 2003, NSD will conduct a Mentor Academy, which will *include* 14 hours of technology training emphasizing technology integration.
3. During the summer of 2003, NSD will conduct TNT's initial 21-hour training for 180 new teachers. During the training:
    a. All new NSD teachers will complete an initial UTAP assessment.
    b. New NSD teachers will be trained to use the *my.edesk* interface to create and update electronic portfolios to publish artifacts and reflections.
    c. New NSD teachers will be instructed to effectively integrate the following technology tools into their curriculum: Microsoft Office (Word, PowerPoint, Excel, Publisher), Kidspiration, Inspiration, Test Item Pool Services (TIPS), and other UEN Content Resources.
    d. New teachers will be assisted in creating at least 3 artifacts and posting them to their electronic portfolios.
    e. New teachers will receive a wireless video scan converter to allow and foster immediate application of TNT summer training.
4. During the 2003-2004 school year:
    a. NSD mentors will support new teachers in the implementation of concepts taught in Tools for New Teachers (TNT)
    b. NSD mentors will support their assigned new teachers on all aspects of teaching, through a minimum of 8 classroom visits and 8 conference sessions.
    c. New teachers will have their students complete an initial Student Technology Self Assessment by September 30, 2003.
    d. New teachers will complete two 3-hour follow-up TNT sessions to be held in October and March, outside of the regular school day. Sessions will include review and provide instruction on the implementation of David Warlick's Building Block Model for technology integration.

e. New teachers will complete at least 6 additional artifacts, and reflective responses for their electronic portfolios. Three artifacts are required to be uploaded before each of the follow-up sessions as monitored and supported by NSD mentors.
f. In the March session, new teachers will revisit their UTAP assessments, working towards the Proficient Level by the end of May 2006.
g. In May 2004, students of new teachers will retake the Student Technology Self Assessment. Each student will score in the Competent User Awareness Level.
h. New Teachers' student scores on CRT end-of level tests will be comparable to scores of students in classrooms of tenured teachers.

5. During June of 2004, 2nd year teachers will complete 14 hours of review, Building Block Model implementation, and development of technology integration units.
6. During the 2004-2005 school year:
    a. NSD mentors will continue to support and instruct 2nd year teachers through a minimum of 8 classroom visits and 8 conference sessions.
    b. 2nd year teachers will add 5 artifacts and reflections to their electronic portfolios, as monitored and supported by NSD mentors.
    c. Students of 2nd year teachers will complete the Student Technology Self Assessment at the beginning and again at the end of the school year. Each student will score in the Competent User Awareness Level.
    d. 2nd year teachers will complete the UTAP assessment in May, working towards the Proficient Level by the end of May 2006.
    e. 2nd year Teachers' student scores from CRT end-of-level tests will be comparable to student scores in classrooms of tenured teachers.
    f. 2nd year teachers will be encouraged to participate in additional professional development.
7. During the 2005-2006 school year:
    a. NSD mentors will continue to support and instruct third year teachers through a minimum of 8 classroom visits and 8 conference sessions
    b. 3rd year teachers will add 5 artifacts and reflections to their electronic portfolios, as monitored and supported by NSD mentors.
    c. Students will complete the Student Technology Self Assessment at the beginning and again at the end of the school year. Each student will score in the Competent User Awareness Level.
    d. 3rd year teachers will complete the UTAP assessment in May, demonstrating achievement of the Proficient Level.
    e. 3rd year Teachers' student scores from CRT end-of-level testing will be comparable to student scores in classrooms of tenured teachers.
    f. 3rd year teachers will be encouraged to participate in additional professional development.

Project Evaluation:
NSD agrees to commit 5% of the requested grant award towards an outside evaluation directed by the USOE Technology Department. Project Director Dave Harlan will direct additional evaluation activities of TNT. This will include the collection of summative data for USOE.

NSD will use the following tools and assessments to evaluate the TNT and initiate needed changes during implementation. Quarterly reports will be generated for NSD administration, which will also be available to USOE. Pages 1 and 2 list TNT's measurable goals that the following tools will assess. Anecdotal data will be collected to validate and challenge the entire NTIP.

Tool	Collection Timeline
Number of New Teachers receiving TNT training	Annually
Number of NSD mentors	Annually
Number of new teachers compliant with Portfolio requirements	Bi-Annually
Mentor Evaluations of new teachers	Every twelve weeks
New teacher evaluations of mentors	Annually
Principal evaluations of new teachers and mentors	Annually
New teacher/mentor surveys as per technology training usefulness	Bi-Annually
Utah State Criterion Referenced Test Score comparisons	Annually
UTAP Survey for new teachers	Throughout the year
NSD Student Technology Self Assessment for students of new teachers compared to 5 classes of students of tenured teachers	Bi-Annually
Number of students of new teachers completing technology integrated projects	Annually

Project Research Basis

Ringstaff, C. and Kelley, L. (2002). *The Learning Return on Our Educational Technology Investment: A Review of Findings from Research 2002*. WestEd RTEC.

Reeves, T.C. (1998). *The Impact of media and technology in schools: A research report prepared for The Bertelsmann Foundation*. Retrieved from http://www.athensacademy.org/instruct/media_tech/reeves0.html

Culp, K., Hawkins, J., & Honey M. (1999). *Review paper on educational technology research and development*. New York: Education Development Center, Center for Children and Technology.

Sandholtz, J.H., Ringstaff, C., & Dwyer, D.C. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press.

Means, B. (1994). *Technology and education reform: The reality behind the promise*. San Francisco: Jossey Bass.

Wong, H.K., Wong, R.T. (1998). *The First Day of School*. Harry K. Wong Publications, Inc.: Mountain View: CA

Huling-Austin, L., Odell, S.J., Ishler, P., Kay, R. S. &Edelfdelt, R. (1989). Developing support programs for beginning teachers. In *Assisting the beginning Teacher* Reston, VA: Association of Teacher Educators.

Scheerens, J. &Bosler, R. (1997) *The Foundations of Educational Effectiveness* New York: Pergamon

Project Narrative

Nebo School District Introduction

Nebo School District (NSD) is located in central Utah, on the southern most tip of the Wasatch Front. It currently serves 23,078 students in 22 elementary schools, nine secondary schools, one alternative high school and a young parents school. NSD 2002-2003 enrollment increase was greater than any other district in Utah. NSD student numbers have doubled since 1980. NSD enrollment is projected to double again by 2022.

As a result, NSD hires a significant number of new teachers annually. In addition to growth, there is yearly turnover of teachers. Consequently, NSD hires an average of 180 new teachers each year. While designing the Nebo MA, exit polls were given to departing teachers. Two years of data have shown that teachers are not leaving due to dissatisfaction—but life occurrences. Thus, NSD

administration designed the MA to address the impact of the constant rotation of approximately 180 teachers on student learning. NSD administrators want new teachers to become effective as quickly as possible, thus enabling *all* students to succeed academically.

Management Structure and available resources

NSD Technology Curriculum Specialist Dave Harlan will be the Project Director for the TNT component of the NTIP. Mr. Harlan reports to Nedra Call, NSD's Curriculum Coordinator. Secondary Director, Bob Wadley, is the Project Director of the entire NTIP. Bob and Nedra are members of Nebo's Curriculum Coordination Committee, which meets weekly. All other NSD curriculum specialists and directors meet with the Curriculum Coordination Committee at least monthly. NTIP will be implemented from the structure of this Committee. Additionally, NSD has an operating District Technology committee that includes NSD Directors, two principals, four teachers, and the district Technology Coordinator Dale Bills. Overlap of members on both committees will ensure continuity and proper implementation of TNT as per the NSD Technology Plan. This plan is the foundation of the TNT component**.**

NSD holds a monthly principals meeting in which information and issues of NTIP may be exchanged. Principals will report on implementation issues in their schools. Each school's faculty includes a Building Technology Specialist, department heads and/or teacher leaders, and mentors who will coordinate with principals for further support of new teachers.

Each NSD Building Technology Specialist is charged with training/assisting his/her faculty on technology issues. This person maintains contact with Dave Harlan, the TNT Project Director. Dave Harlan also works in the same office area as NSD's technical department, which icludes three technicians that support schools in their technology needs. Each of these existing technology and communication channels will enhance NSD's entire NTIP, and especially the TNT component.

Rationale

Tools for New Teachers (TNT) is designed to support the New Teacher Induction Program (NTIP) and its Mentor Academy (MA). Induction is defined as the process of entering, learning and mastering a new profession, the successful result of which is acceptance as a peer by members of that profession and effectiveness in job performance. (Association for Supervision and Curriculum Development) NSD's expansion of its current induction program is the result of recent state mandates to raise the bar on mentor activities. NSD has studied new-teacher issues and mentoring using two years of district data and teacher exit polls to ensure effective program design.

NSD is committed to attracting, training, and retaining top quality educators. The magnitude of this task is shown by a speech Dr. Harry K. Wong made to new teachers in 1998. He said, "The research overwhelming says that over 50% of you will not be teaching after 3-5 years. Seventeen percent of you will not even last one year. Your talents and life are much too valuable to see one to five years of your life being wasted as well as the education you pursued useless. Find a district with an induction program that sends a message to you that they care about you, that they value you, and that they want you to succeed and stay."

NSD is convinced that new teacher technology training is a necessary component of the MA. Such training will close the knowledge gap between mentors and their new teachers, allowing true mentoring, instead of initial training in technology use within the classroom. Additionally, TNT will improve student access to technology in two ways: 1) New teachers will integrate technology during their first year of employment, not 7-10 years into the future, and 2) New teachers will be given a wireless video scan converter to foster immediate application of their TNT training through the ability to show computer presentations on a TV in the classroom. As a foundation to this equipment, NSD provides all teachers with a multimedia classroom computer. The ultimate goal of TNT is for students of new teachers to use technology as a resource to help them develop higher order thinking, creativity, and research skills.

Research Base

Supporting research aligns this proposal with proven practices. The basic premise behind the TNT component of MA is that technology is a tool for achieving instructional goals, not the goal in itself (Ringstaff, C. and Kelley, L. 2002).

TNT will present technology as a strand that weaves its way through the classroom, assignments, and curriculum methodology as a tool that motivates, helps students learn, and brings a rich depth of content and experience into the curriculum. This is best illustrated by the research of Reeves, T.C. (1998) where learning 'from' computers was differentiated from learning 'with' computers. Reeves explained that when students are learning 'from' computers, the computers are essentially tutors. In this capacity, the technology primarily serves the goal of increasing students' basic skills and knowledge. In contrast, learning 'with' technology as a tool allows it to be applied to a variety of goals for learning, rather than serving simply as an instructional delivery system. Research references for both technology integration and mentoring are listed under the topic, Project Research Basis.

Training Content

TNT will introduce the use of technology tools and their integration into classroom practices. TNT will be supported through three years of active mentoring.

TNT will use "A Building Block Model of Technology Integration" by David Warlick (1999). Training on Warlick's model will begin during the 2003-04 school year. This model focuses on taking available technology tools and applying them to project-based learning in three steps:

1) Collecting the Blocks (Gather Information)
2) Organizing the Blocks (Critical Thinking)
3) Building New Structures (Product/Presentation).

Gathering information from the Internet, with emphasis on UEN Resources (Pioneer, Curriculum Resources, Learning Projects and Tools), will be the first step. The critical thinking, or 2nd step, will focus on strategies that teachers may use to organize resources, motivate learning, and enhance critical thinking skills. The 3rd step will utilize software tools to build products and presentations.

Three strategies support the Building Block Model. They are: 1) familiarity and ability to use the tools, 2) application of the tools within the core curriculum through teacher assigned and generated projects, and 3) support by mentors to encourage implementation of the technology projects and skills in the teacher's curriculum.

Teachers will also be assigned to read *Project Based Learning Using Information Technology*, which will be given out at the end of the initial training. This assigned reading will form the basis of the learning community discussions. As part of NTIP, each new teacher will be required to join at least one NSD learning community, which range from department collaboration to endorsement cohorts. This requirement encourages the formation of educator alliances and also supports assessment of the entire NTIP. This requirement will also foster the sharing of project designs, classroom experiences, and learning activities**.**

Portfolios

Portfolio creation and maintenance will be included in MA instruction. New NSD teachers will receive similar training in the TNT component. Mentors have years of expertise on lesson plans, reflection, and job enhancement; enabling them to actively mentor new teachers in the creation of quality electronic portfolios. Each portfolio will be stored and accessed using the my.edesk online resource. A modified Excel spreadsheet matrix will list each of the new teacher's created artifacts categorized by the INTASC standards. Teachers will enter at least 19 artifacts during their first 3 years of teaching, along with reflections. Mentors will evaluate and support the completion of these projects. Teachers will also complete 4 reflective responses for their portfolios related to the *Project Based Learning Using Information Technology* training text. It is hoped that if teacher portfolio results are positive, a group of trained teachers will pilot a modified student electronic portfolio program in the 2004-2005 school year.

Supporting Links

David Warlick: http://landmark-project.com/dfw/index.html
INTASC: http://www.ccsso.org/intascst.html
Nebo Technology Plan: http://www.nebo.edu/do/ts/techplan/plan_2000.htm
Pioneer: http://pioneer.uen.org
Student Self-assessment Survey: http://www.nebo.edu/do/ts/survey/stu_selfassessment.htm
Teacher Portfolio: http://www.myedesk.org/users/666/jennifer%20Parker/portfolio%20archive.htm
Textbook: http://www.iste.org/news/2002/11/05-proba2/press-release.cfm
UEN Content: http://www.uen.org/projects
UTAP: http://www.uen.org/UTAP

Appendix A
Nebo Mentor Academy Design

Prospective mentors will participate in an initial five-day training as part of the Mentor Academy during the summer of 2003. The Mentor Academy will be repeated yearly during the summer months. Prior participants, who continue to mentor teachers in their second and third years, or who are assigned new first year teachers, will attend a simultaneous two-day refresher and update training. Training at the Academy will include the following:

1. Preparing new teachers for the PRAXIS II examination
2. Supporting of new teachers in their development of an electronic portfolio
3. Technology Integration
4. Teaching the core curriculum
5. Teaching literacy within all content areas
6. Essential Elements of Instruction training
7. Discipline and classroom management
8. Public Relations skills
9. Special Education law
10. Students rights and responsibilities
11. District Policy and procedures
12. English Language Learner Instruction and issues
13. Applied Technology Education issues